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ABSTRACT

Intended for use by urban vocational staff members who face public relations problems and need to facilitate the outreach process in their cities, this handbook contains guidelines for organizing the public. First, Sanford's definition of public relations is outlined, followed by an explanation of why vocational education needs public relations. The next chapter emphasizes the importance of planning in developing and implementing an effective public relations program. Eight steps are identified in the planning process: (1) establishing the position of public relations coordinator; (2) identifying the audiences both internal and external; (3) assessing audience needs; (4) establishing goals and objectives for the public program; (5) designing program strategies and techniques; (6) scheduling the program; (7) implementing the program; and (8) evaluating the program. The second step, identifying target audiences, is dealt with in more depth in the next section. In the discussion of external audiences, the following sectors are singled out: business, industry, and labor; parents; and political and quasi-political groups. The two internal audiences of students and nonvocational educators are also examined. The appendixes provide abstracts of effective public relations techniques, rules for preparation of a news release, and how to reach television audiences. Various exhibits and tables are included to illustrate or summarize the text of the handbook. (ELG)

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PUBLIC RELATIONS HANDBOOK FOR VOCATIONAL EDUCATION IN LARGE CITIES

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- Installing educational programs and products
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FOREWORD

Our purpose in compiling this handbook is to provide urban vocational staff members with a source that they can consult in solving public relations problems and in facilitating the outreach process in their particular cities. Everyone needs to know about vocational education. Yet indications are that not everyone does. This problem is especially critical in our major urban areas, which comprise about 70 percent of the total population of our country and 60 percent of the total enrollment rate. Our major urban areas also have an even greater participation rate in public welfare and many more problems related to housing, health and education than their suburban counterparts. Vocational education traditionally has been a strong element in city public school programs but we must become more aggressive in getting out the word.

Much has been written and discussed about public relations in general. Relatively little of this information deals specifically with the unique needs of vocational education.

In an attempt to assist the large cities in their public relations efforts, The National Center for Research in Vocational Education has developed this handbook. It contains guidelines for organizing the public across the country. These ideas are a collection from a number of sources; some were submitted by large city directors of vocational programs and their staffs in response to a request from the National Center while others were gleaned from a meeting of public relations specialists which was held at the National Center.

The National Center is not recommending any particular practice as being exemplary or model. The ideas and practices presented are intended to serve merely as references. However, it is hoped that the material presented here will stimulate large cities to do an even better job of informing their constituents about the benefits of vocational education.

Appreciation for their contributions to this project is extended to the project director, Daniel E. Koble, Jr., and the project staff; Karin Stork Whitson, Rosetta Gooden, Jule Dee Scarborough, and Bruce Shylo. The staff also recognizes the efforts of large city directors, the project advisory committees, and workshop participants in support of this project and the realization of its objectives.

Robert E. Taylor
Executive Director

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INTRODUCTION

Vocational education has changed in scope since its inception. As a component of the overall educational system, it has increased in both prominence and complexity. As this growth has occurred, the number of populations which are served by vocational education programs has increased. The audience need diversity prescribes increased program offerings to meet those needs.

As vocational education has expanded and established linkages with career education, guidance and counseling, and programs for special populations, the need to publicize and tell the vocational education story has also increased. However, publicity is only part of a greater need for communication between the vocational education program and its various target groups. A successful public relations effort depends on a two-way communication flow — the public wants to be heard as well as informed. In addition to providing the information people desire, vocational educators must also be aware of and respond to what the public thinks about the vocational education program.

> Not only do school officials inform, but they are kept informed. Not only do they state opinions, and express desires, but they listen to the opinions and desires of others. (Bagin, Grazian, and Harrison, 1972)

Good two-way communication with their various audiences provides vocational educators with the rationale for an active public relations program.

The coordination of the public relations (PR) program is usually the responsibility of the chief administrator in charge of vocational education or someone whom he/she designates. The efficiency of a public relations effort depends on careful coordination of all its components. It should be remembered that the public relations coordinator is just that — a coordinator. No one person can be totally responsible for all that is involved in a good public relations program. The public relations coordinator must stress to the entire vocational education staff the importance of good public relations with everyone in the school system and with the community at large as well. Involvement of the entire vocational education staff in the public relations program will enhance its chance of success.

Literature about public relations programs in schools identifies the need as being greater than ever. Sumption and Engstrom state that

> . . . the education venture is no longer a "closed corporation" run by the professionals. The public is becoming increasingly aware of its stake in education and is insisting on a more complete knowledge of the enterprise which so directly affects it (1966)

Although much of the literature which deals with school public relations is limited to the public school in general, much of what is addressed in the way of needs, objectives, target populations, and techniques is readily applicable to and can be easily adapted to the vocational education component.

What is Public Relations?

The first step in developing a public relations program is establishing or identifying the need for such a program. The next step is to make sure that all those involved in developing the program know: (1) what public relation is; and (2) what characterizes a good public relations program. Public relations is much more than getting articles in the newspaper or putting out an occaional newsletter. Sanford (1976) defines public relations as a program in which a school actively seeks to:

1. learn about its community and its needs and interests
2. inform the community about and interpret, when necessary, the purposes, programs, problems and needs of the school
3. involve the community in planning and evaluating school policies and programs

Sanford's open definition of public relations programming includes the following statements on what a public relations program does:

1. promotes the interest and participation of its audiences in the operation of the vocational education program
2. assesses the public's attitudes and reactions to the program and incorporates this information in program planning and revision
3. identifies and uses the most effective and expedient means of communicating with its audiences
4. maintains an active flow of communication about the progress and problems of the programs with the community
5. develops programs that seek to meet student needs by involving the home, school, and community
6. establishes and maintains the confidence and support of its various audiences for the vocational education program
7. develops an atmosphere that attracts superior teachers and encourages excellence in the vocational education program
8. seeks to solve the kinds of problems brought about by a lack of understanding
9. establishes a program for evaluating and improving its communication procedures

Why Vocational Education Needs Public Relations

There are a number of reasons why good public relations is vital to vocational education today. One reason is the fact that in spite of the growth of vocational education programs and the populations they serve, there is still a great deal of misunderstanding about what vocational education really is. Many people are not aware of the function of vocational education in the overall education system.

Another factor that makes good public relations vital is the decrease in student enrollment in

the educational system in general. This decrease creates competition for human and financial resources in the educational community. Programs need students, but money to provide those students with a quality education is also needed. A good public relations program will help insure "informed" decision making.

Also contributing to the need for public relations is the issue of accountability. Many school systems across the nation are experiencing a lack of support from the community in the form of "no" votes on bond issues and/or tax levies. The public is hesitant to support an educational system or a vocational education program which has not demonstrated accountability for the money invested in, and entrusted to it. A good public relations program is the most effective way for vocational educators to show the community what is happening.

The Planning Process

The importance of the planning process in developing and implementing an effective program of public relations for vocational education can not be overemphasized. In this chapter steps in planning a PR program are discussed and examples of ways to accomplish some of the steps are provided.

Establish the Position of Public Relations Coordinator

Establishing and maintaining effective public relations for a vocational education program is not the job of just one person — it is everyone's job! Every vocational education staff member needs to be aware of the importance of his/her role in the PR program. Staff members must be involved in and encouraged to suport the PR program. However, unless their involvement is coordinated, the program may be doomed.

One person, (it could be the director or someone else designated to assume the responsibility), must assume the role of coordinating the entire PR effort for the department. This does not need to be a full-time job. It can be assigned as a portion of someone's regular responsibilities. The PR coordinator for vocational education should maintain a close working relationship with the district PR coordinator, if such a position exists. Input from the staff will enable the PR coordinator to keep current information before the public and prevent duplication of staff effort or of information released to the news media. The PR coordinator must be able to relate well to the staff and impress on them the importance of good PR for the department. The PR coordinator must also be able to motivate the staff to actively participate in the effort.

Identify the Audiences

The audiences to be served by the PR program will probably fall into two categories: internal and external. These audiences will include the following:

Internal Audiences

- Students
- Student organizations
- Administrators
- Other staff (counselors, student activities director, etc.)
- Teachers
- School board members
- Advisory committees

External Audiences

- Parents
- Senior citizens
- Representatives from business, industry, and labor
- Professional organizations
- Civic organizations
- Government agencies (local, state, and federal)
- Mass media

The fact that it is essential for general educators to maintain open communication and, subsequently, credibility with their audiences is no less true for vocational educators. The support which creates good education is frequently the result of maintained credibility in the eyes of the external audiences. It is, therefore, essential that vocational educators keep their audiences in mind, as they develop and implement a good system of communications.

Assess Audience Needs

Information needs of both internal and external audiences should be identified. One of the easiest ways to identify the information needs of the internal audiences is to listen when they talk about vocational education. The negative opinions and attitudes which emerge can usually be eradicated by providing them with correct information about goals and achievements of the vocational education program.

Identifying the information needs of the external audiences is usually more difficult. A questionnaire or opinionnaire is one of the most effective ways of assessing their information needs. Borner (1972) feels that questionnaires are an effective means of determining:

1. the general degree of understanding of and satisfaction with the schools
2. the general degree of understanding of programs, policies, and procedures
3. the degree of understanding and attitudes of various community segments based on age, sex, occupation, income, children in school, specific schools, etc.
4. public readiness to support programs and innovations
5. the popularity and effectiveness of various public relations media and techniques

We should mention here that opinion polls, unless they are properly constructed, can create more problems than they solve.

> The trouble with most school district opinion polls is that they measure only one of three essential factors that comprise public understanding — those factors are public opinion, public knowledge, and public vision. (*The American School Board Journal*, 1973)

However, public relations coordinators should also be aware of the fact that "carefully designed and conducted public opinion polls can measure *all three* factors with considerable accuracy" (Nagel, 1973). If a decision to use a poll is reached, the poll should be designed so that it reveals what the public thinks as well as what their thinking *means*. Exhibit 1 contains examples of questions that can provide information on public opinion, public knowledge, and public vision. While these questions were written for use by a school board and relate to the overall education program, the ideas can easily be adapted for use by vocational educators.

The needs assessment phase of planning the public relations program is one of the most important. Therefore, it is essential that any survey instruments used be properly and carefully designed and administered to obtain the kind of information most useful to the vocational education program.

Establish goals and objectives for the public program

When the needs assessment has been completed and the resultant information compiled and analyzed, there should be a basis for establishing program goals and objectives. There should also be a basis for setting priorities. The goals and objectives will be based on the needs which the needs assessment identifies as those of the audiences which the PR program hopes to serve. Bases for determining which are to be priority goals and objectives be realistic and appropriate for both the PR program and its intended audiences.

Exhibit I

Typical questions that measure public "opinion":

1. Are you generally satisfied or dissatisfied with the schooling the children in your schools are receiving?

_____	very well satisfied	_____	dissatisfied
_____	satisfied	_____	very much dissatisfied
_____	about half and half	_____	no opinion

Comments:

2. How well do you believe the schools are preparing children for the following:

	Very Well	Above Average	Average	Below Average	No Opinion
Citizenship	____	____	____	____	____
Earning a Living	____	____	____	____	____
Parenthood	____	____	____	____	____
Tool skills	____	____	____	____	____
Moral, ethical	____	____	____	____	____

Comments:

Typical questions that measure public "knowledge":

1. Do industrial arts courses prepare students for a job after graduation?
2. Do all high schools in our district offer vocational education programs to students?
3. How many adult evening school programs are available to persons who wish to learn new job skills?

Typical questions that measure public "vision":

1. Would requiring every high school student to take at least one vocational education course before graduating reduce high youth unemployment?
2. Do the public schools need to employ career counselors to work with youngsters who do not go on to college after high shool graduation?
3. Is there a need for the public schools to provide career counseling services for out-of-school youth and adults?

Design Program Strategies and Techniques

As soon as program goals and objectives have been established, the strategies and techniques for accomplishing them will need to be identified. There are numerous PR methods available, many of which are appropriate for meeting more than one particular goal. Several strategies are presented later in this handbook along with suggestions on how they can be implemented. The abstracts in the appendix present PR methods which have been tested and proved effective by vocational educators across the country.

Schedule the Program

A calendar for PR activities should be set up for the entire year. Public relations activities need to be timed to appropriately advertise and follow up the events in which the vocational education program is involved. In addition they should be planned in such a way that all constituents are kept continually mindful of the program, its goals, its students, and its accomplishments.

Implement the Program

Implementing the program is one of the most difficult and time-consuming phases of the entire PR effort. However, this phase can be completed more effectively with adequate planning, the judicious use of resources, and careful monitoring of each phase of the program. Teamwork is the key to smooth implementation and maintenance of the PR operation.

Evaluate the Program

A system for program evaluation should be developed during the early stages of planning. The goals and objectives which are established at the beginning of the planning process will provide a base for the evaluation effort. An ongoing system of evaluation will enable the coordinator to assess the value of each activity and of specific strategies and techniques. This will enable the coordinator to make program changes during the course of the year.

Exhibit II provides an example of a form used by the San Diego City Schools Regional Occupation Program to evaluate one activity in its PR program.

Exhibit III is a form used by the Houston Independent School District to evaluate its Vocational Education Week activities.

By pointing out program strengths and weaknesses, evaluation provides rationale for changes and improvements which can be incorporated when plans for the next year are being formulated.

Listening to audience feedback is another method of program evaluation. Word of mouth is frequently one of the most effective means of obtaining feedback from participants or from those affected by a public relations activity.

Regardless of the methods used to evaluate specific activities and the overall program, there are a number of questions that need to be answered. Among them are the following:

1. Are goals and objectives for the PR program practical?

2. Can they be evaluated?

Exhibit II

San Diego City Schools Regional Occupation Program

Classroom Presentation
Evaluation Form

Please help us to continue to improve the effectiveness of these sessions by completing the following evaluation of the the classroom presentation.

Topic/Title _____ Date _____

Check (✓) The Appropriate Box

	High	Average	Low	Does Not Apply
Group Interest				
My Own Interest				
Usefulness of Session				
Effectiveness of Leader				

1. The purpose of the presentation was explained ..... yes ___ no

2. The presentation was organized (well planned) ..... yes ___ no

3. How and when will you be able to use this knowledge? _____

4. What information or activity was most helpful? _____

5. What information or activity was least helpful? _____

6. Suggestions to leader/presenter for improvements or changes _____

Circle the adjectives that describe most of the classroom presentation

Academic	Relevant	Thought Provoking	Entertaining
Enjoyable	Informative	Enlightning	Instructive
Challenging	Wasteful	Helpful	Too long — Too short
Slow	Pleasant	Frustrating	Confusing
Valuable	Practical	Rambling	Momentous
Tense	Dry	_____	_____

Exhibit III

Evaluation of Vocational Education Week Activities

February 6 - 12

You be the Judge

Give your impressions of the activities to which you were exposed as part of the Vocational Education Week involvement. Use number 1-2-3-4-5, 1 = least — 5 = most

Circle the numbers you feel best apply.

School involvement	1	2	3	4	5
Communication					
Television	1	2	3	4	5
Newspaper	1	2	3	4	5
Radio	1	2	3	4	5
Exhibits administration building center mall	1	2	3	4	5
Program adminstration building center mall	1	2	3	4	5
Committee involvement					
Number of committees	1	2	3	4	5
Types of committees	1	2	3	4	5
Committee meetings	1	2	3	4	5
Cooperation of committee members	1	2	3	4	5
Overall Plan	1	2	3	4	5

Expense — To be given in meeting Wednesday, February 23, 1977

Time from regular assignment

Do you approve of this method of informing the public of vocational awareness and involvement in the Houston Independent School District?

Comments _____

Suggestions _____

3. Are they worded clearly?

4. Does the PR program meet the stated goals?

5. Which activities are most effective in terms of numbers of people reached and time and money spent?

6. Which audiences was the PR program able to reach?

7. Which audiences were not served by the PR program?

8. Were the vocational education staff members involved in the PR program used effectively?

9. Does the staff share a strong commitment to the PR effort?

As these questions are answered, it will become easier to establish the direction of the plans for the next year's PR program. Do not expect to produce an excellent program — one without any shortcomings — the first year. Do not be afraid of evaluation — it should be used as a tool to constantly improve and upgrade a program. Evaluation can be one of the most useful phases of the planning implementation process.

Target Audiences

As has been stated previously, one of the steps in the process of planning a public relations program is the identification of the internal and external audiences the PR program will serve. This section addresses several of those specific audiences; their information needs; ways in which their support can benefit the vocational education program; and strategies which can be employed to communicate effectively with them.

External Audiences
Business, Industry, and Labor Sector

The primary empasis of vocational education is the occupational placement of students. Vocational educators have a service to sell. They must assure the business community that students are well prepared and can contribute positively to the goals of the employer.

An overview of the function of vocational education within the total education program can give potential employers understanding of the need for vocational education. An ideal way to communicate this need to the business community is through the use of advisory councils and scheduled meetings between the business community and vocational educators. These meetings should take place throughout the school year and should place special emphasis on newly implemented programs, and changes in ongoing programs.

The type of curricula being offered reveals a lot about the preparation students are receiving. Therefore, the business community should be kept informed of the type of curricula being offered. To do so, an up-to-date mailing list should be kept. When appropriate, course descriptions, brochures, newsletters, and minutes from various committee meetings should be mailed to target individuals and organizations. In addition, vocational educators can directly involve business, industry, and labor in school sponsored activities. Career days, job fairs, and annual open house events can be enhanced by the participation and representation of potential employers.

Vocational educators have the responsibility of informing the employment community of the vocational placement needs of the schools. Placement needs information should include the number of programs. An effective advisory council working closely with representatives from the school can keep this information flowing. Arrange meetings that reflect the council's concerns. Communicate these concerns using advisory council letterhead stationery. Stationery of this type will place before the reader a list of individuals and organizations that support vocational education programming.

Many times employers need to know that students have been successful in previous job roles. Positive prior student achievement can usually sell vocational education. Vocational educators often fail to promote the good things that happen within their programs. Newsletters, banquets, awards day programs, follow-up studies, employers advertising that they employ vocational education students, radio, and television can get the message across. Solicit statements from present employers concerning the performance of vocational education students. The use of these statements in newsletters and promotional spots is impressive.

Employers should be informed of current activities and coming events that highlight vocational preparation. The idea is to provide a continual flow of information to the business community.

Most communication devices can be developed with the school through inter-departmental cooperation. Full use should be made of media-related training programs to provide the following kinds of assistance:

Graphics and Printing:	newsletters, brochures, activity calendars
Audiovisual Aids or Media:	slide/tape presentations, radio tape presentations
Window Display:	layout and arrangement of materials
Commerical Arts/Occupations:	design board illustrations for advertising

Employers can serve as public relations advocates for the school. Employers must feel that the school appreciates their efforts. This can establish long-term relationships and resources that can be tapped at a later time. When they feel appreciated, they pass the word. Students can sponsor, with the aid of vocational teachers, an Employer-Employee Appreciation Breakfast. Students can handle the entire program presentation and present certificates of appreciation to their employers. The vocational education department can establish a pictorial display of the outstanding business contributors to vocational education programs. This display can be housed in the main entrance or lobby of the school. Employers, students, faculty, parents and visitors can readily witness the school's appreciation for the business community. Banquets, certificates of appreciation, student and local newspapers, PTA meetings, radio and television involvement gives the business community a good feeling about the school, its students, teachers and curriculum.

Table 1 displays information and suggestions for communicating information to the business, industry, and labor community. It offers suggestions on what to communicate, how to communicate, and when to communicate.

Parent Sector

Parents want more information about schools. Public relations conscious vocational educators must be aware of parents' concern for:

- what the student is doing
- how the student is doing
- what special services are being offered
- school policies (Banach, 1974)

Parent-teacher conferences at the secondary level have been only moderately successful in explaining for parents the progress of their children. Unfortunately, many teachers and parents think of this as an elementary school function. Vocational teachers must come to grips with the importance of this technique in developing teacher-parent relationships. Additional approaches to this transfer of information are personal phone calls and letters. Constant reports of student progress are essential. Parents need to know that their children are doing quality work; that additional study time is necessary; and that their children need encouragement to successfully complete the task. Vocational teachers should organize activities that will give parents a chance to view their children's work in combination with the work of other students. Several ways have been cited to ensure a two-way communication between parent and school.

- Set up a school welcome wagon. Parents coming to the school for the first time can be given an offical welcome and orientation by selected vocational teachers. If the school has an established network of advisory committees, this would be an ideal activity for the group.

Table I

Public Relations with Business, Industry and Labor

What to Communicate	How to Communicate	When to Communicate
Role of vocational education in the overall education program	Advisory councils, meetings with business community	Throughout the year; at time of program implementation or change
Curriculum content	Brochures, advisory councils, newsletter, radio, television, letters, bulletins, course descriptions	When appropriate
Activities and coming events	Newspaper, radio, television invitations	When appropriate
Positive student achievement	Newsletter, radio, newspaper, magazine, etc.	When appropriate
Student placement needs	Advisory councils, letters, radio, television	Introduction of new programs, periodically as needed
Vocational training opportunities	Fairs and demonstrations, advisory councils, brochures, television, billboard	When appropriate
Appreciation for services rendered	Banquets, certificates of appreciation, television, radio, student newspaper release, newspaper, recognition breakfasts	When appropriate

- Invite representative groups of parents to early morning breakfast at the school. Solicit their concerns and suggestions for improving "things."
- Attend neighborhood coffees — and take a teacher along. Use slide-tape presentations.
- Set up a listeners' bureau where parents can phone-in concerns.
- Hold demonstration classes for parents.
- Solicit parent participation in the organizing of job fairs, displays, and banquets. (Barkelew, 1973)

Parents want to know what teachers are teaching, what courses students are enrolled in, and whether these courses will lead to employment in worthwhile occupations. Information sheets compiled to help students become aware of the policies and rules can also appropriate for parent use. A good time to disseminate this information is prior to the beginning of school.

Not only do parents want to know about specific learning activities, they also have an interest in affairs beyond the classroom. Parents are interested in the processes that will help their children become better students — both in and out of the classroom. Tutorial services, scholarships and senior information, calendars of special events, information relating to school programs, advisory council memberships, and field trip information are need-to-knows for parents. Vocational teachers can expedite fulfilling these informational needs through special monthly bulletins, PTA meetings, neighborhood coffees, and use of advisory council letterhead stationery.

The role of vocational education within the overall educational system often is not clearly understood by parents. How can vocational education serve students as well as the community, state, and nation? What part does vocational education play in the overall educational system? Vocational teachers must be prepared to respond to these basic informational requests.

Responding to parents' informational needs should result in a continual two-way flow of information between the vocational education program and the parents. Table II displays information and suggestions for communicating with parents. It offers suggestions on what to communicate, how to communicate, and when to communicate.

Table II

Public Relations with Parents

What to Communicate	How to Communicate	When to Communicate
Philosophy	PTA meetings, coffees, tours, home visitations by selected staff members	On-going throughout the year; at time of new program implementation
Curriculum changes	Presentations, neighborhood coffees, newsletters, course catalog	Prior to beginning of semester; back to school night; as appropriate
Student progress	Personal phone calls, letters, parent-teacher visits	When needed to communicate positive or negative reports
Positive student achievement	Personal visit, letter or phone call, newsletter, television, radio	When appropriate
Calendar of special events for each month	Special monthly bulletin, local and student newspaper	Monthly
Various information related to school programs	PTA neighborhood coffees arranged in various homes	Twice a month
Field trips	Newsletters, permission slips for parent signature	At least one week prior to field trip

Political and Quasi-political Sector

Vocational education programs rely very heavily on federal, state, and local sources of designated funding for support. Such course offerings have, in most cases, operating costs which are higher than other nonvocational programs and, therefore, must have supplemental sources of support if they are to be successful. Political and quasi-political groups and individuals at all levels are instrumental in making decisions which affect this support for vocational education. The following is a partial list of such groups; these groups should be considered target populations for the public relations effort:

Political

- members of the U.S. Congress
- members of state legislatures
- members of city governing boards
- elected federal, state, and local officals who impact on vocational programs
- elected members of state and local boards which govern vocational education

Quasi-political

- officials of the United States Office of Education and various state educational agencies
- officials of federal and state organizations who lobby on behalf of vocational education
- members of vocational education advisory bodies who are appointed by elected officials

All of these individuals and organizations must be well informed about the activities and needs of vocational programs in urban areas. One of the mistakes commonly made is contacting them only when a crisis or decision-making situation arises. Constant contact must be maintained if the public relations program is to be effective.

There are two dimensions to any program which is designed to make a positive impact on these decision makers: public information and public relations.

Public information. Maintain a mailing list of key decision makers and send them narrative and statistical information about vocational programs on a regular basis. An occasional personalized letter adds the personal touch needed to maintain interest.

Public relations. Humanize the decision makers' image of your program. People in key positions should get a warm, fuzzy feeling when they think about vocational education. They must associate the program with someone whom they like and respect or with a pleasant experience.

Above all, these key people must be involved either directly or indirectly. Some ideas for generating such involvement are noted below.

Direct involvement. Personal involvement in the program is important. Decision makers must see firsthand what is being done. Invite politicians or quasi-politicians to participate in important

events such as awards banquets, building dedications, etc. Remember that they like large crowds of people and want to have a purpose in being there that will impress people with there importance to the program. Know what these leaders are best at doing and give them a role that will make them look good. Nothing succeeds like success. Make people feel good about the programs by making them feel good about their roles in those programs.

To involve those decision makers who won't take part in a program, take the program to them. Often visits can be arranged whereby successful students, vocational student organization officers, employers, parents, and others can spend time with the individual decision maker in his/her office or at another convenient location.

Indirect involvement. Sometimes it is difficult to get personal involvement from these key individuals. In such cases it is wise to look for others who can reach them with the "good word." Employees, family members, friends, colleagues, and constituents can have a great deal of influence on the attitude of politicians or quasi-politicians.

Inviting a legislative aide to address an awards banquet or asking the wife of a legislator to share her views on educating the handicapped for productive life with a local advisory council can have long-range benefits. Keep in mind that for every key decision maker there is some way to, or someone that can, impact on his/her attitudes toward vocational education.

The use of letters and phone calls is good if the following guidelines are followed:

1. Establish your identity on a more personal basis before using the less direct approach.

2. Form letters are out. Personalize all written communication with some unique questions or comments which relate to your subject only.

3. Keep the communication brief and to the point. It is usually a good idea to follow up written correspondence with a personal phone call in order to give the subject a chance to clarify points which are not understood.

Key decision makers in the political and quasi-political sector are important to the success of vocational education. We must plan a public relations program which assures that they regard vocational education as an indispensable part of the full-employment program.

Internal Audiences
Student Sector

Students need to be aware of the vocational education program offerings within the school. After all, students who leave and are successful have a great impact on the school's image. Students communicate attitudes and feelings about teachers, programs, support staff, and administrators to their parents and friends — the taxpayers. An excellent way to ensure that students acquaint themselves with vocational education is to enlist the active participation of vocational teachers in the general orientation of students to the school. A guided tour of the vocational education department including slide-tape presentations, manipulative demonstrations, and an opportunity to converse with students who are presently enrolled in the various vocational education programs, will give students an initial introduction. One hand-out that should be distributed during this visit is a map of the facility designating program locations. Maps of this nature serve as handy references and can be used time and time again. The Winston-Salem Forsyth County Careers Center located in North Carolina uses the mapping format displayed in Exhibit IV.

Once students are aware that vocational education exists, they can consider enrolling in specific programs. Course descriptions, brochures, flyers, and radio and T.V. promotion spots can further inform prospective students, both youth and adult. The use of phrases that capture the attention of the audience is the first selling point. Solicit community leaders to narrate promotion spots on electronic media. Exhibits V, VI, and VII are examples of radio and television promotions used by the San Diego Schools Career Education Unit.

In addition to program offerings, students are interested in career information, vocational training information, test interpretation, scholarship requirements, and vocational education youth activities. Vocational student organizations extend school activities into the community and the world of work. Through membership in vocational organizations, students can better bridge the gap between school and work. Distributive Education Clubs of America (DECA); Future Farmers of America (FFA); Future Homemakers of America (FHA); Vocational Industrial Clubs of America (VICA); Future Business Leaders of America (FBLA); and Office Education Association (OEA) represent youth organizations found in Vocational education. Announcements of youth club sponsored activities and events should be published in local and school newspapers and communicated through the use of student government organizations, posters, monthly activities calendars and person-to-person contacts. Youth organizations are excellent vehicles through which to inform the community of positive student achievements. Students feel good about themselves when they are recognized by others in the community.

One word of caution, however, should be noted here. It is extremely important to guard against the exploitation of vocational student organizations as public relations devices. The major purpose of such groups must be instructional and any public relations benefits that result must be secondary to this purpose. Nevertheless, these organizations are dynamic, purposeful, and impressive showcase items to be included in the planned public relations program.

Nonvocational Educators Sector

In order to reach organizational goals and objectives a commitment to unity must exist among school personnel. Unity is created when each educator is aware and supportive of the programmatic intentions of colleagues. Vocational educators have the responsibility of closing the gap of misunderstanding and misinformation that exists between themselves and nonvocational educators. Studies have been conducted that describe the attitudes of school administrators and boards of education towards vocational education. We will note the results of some of these studies here in order to substantiate the need for vocational educators to establish informative and effective public relations with their academic colleagues.

In a study completed in 1959, Woerdehoff and Bentley, found that most school administrators and boards of education members felt that the secondary school had the responsibility for providing students with vocational education opportunities; however, they also felt that vocational programs needed to be expanded at the secondary, postsecondary, and adult level in order to properly meet the needs of youths and adults. The administrators considered themselves to be key persons in the development of local programs of vocational education. They felt that the success of such programs largely depended on the degree to which they themselves had supported the programs.

Twenty-five percent of the administrators who participated in the Woerdehoff and Bentley study indicated that academic teachers did not understand or appreciate the need for vocational education. Administrators also concluded that the more experience administrators had with vocational education, the more favorable were their attitudes toward such programs.

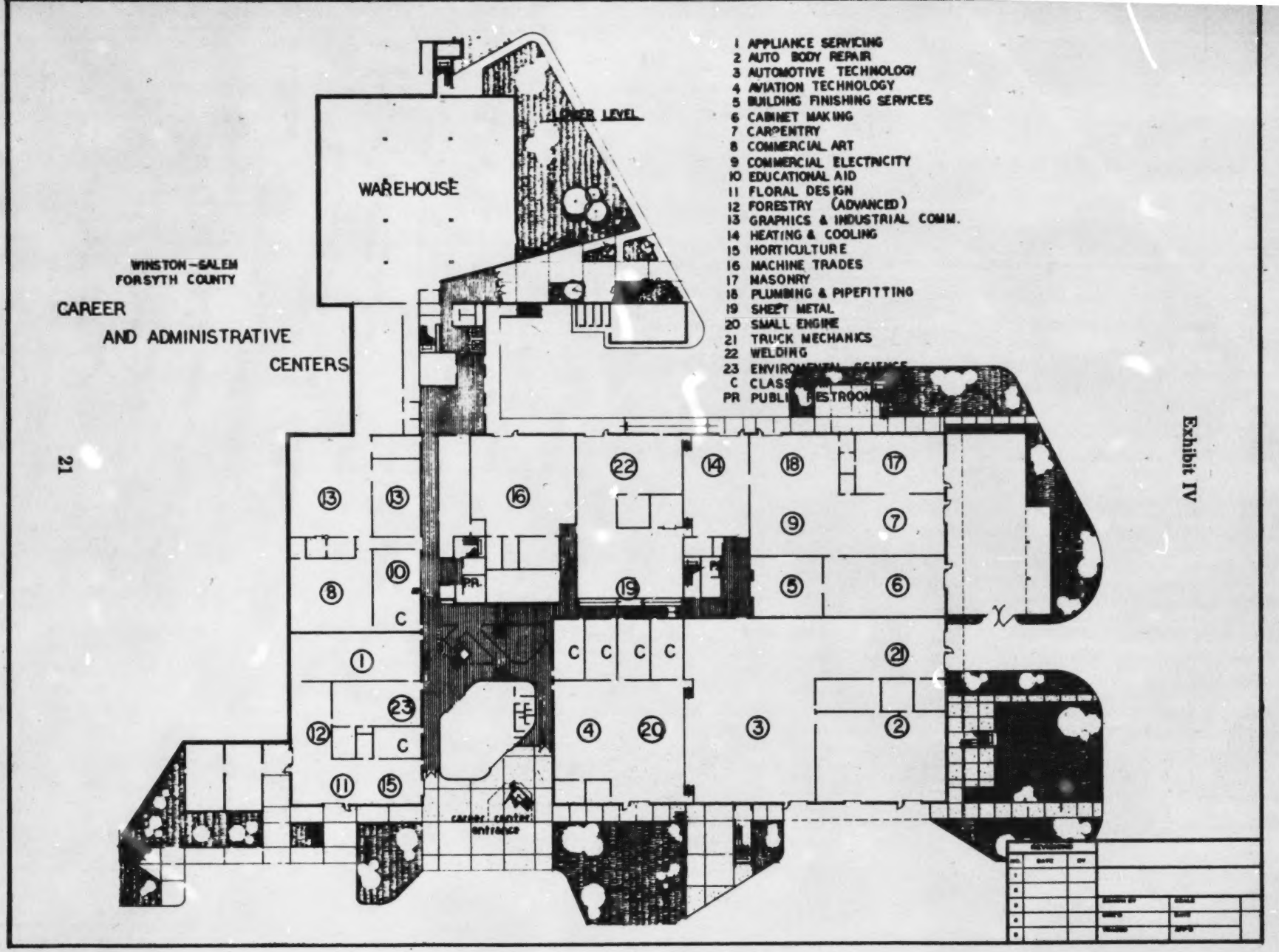
WINSTON-SALEM
FORSYTH COUNTY
CAREER
AND ADMINISTRATIVE
CENTERS
LOWER LEVEL
WAREHOUSE
1 APPLIANCE SERVICING
2 AUTO BODY REPAIR
3 AUTOMOTIVE TECHNOLOGY
4 AVIATION TECHNOLOGY
5 BUILDING FINISHING SERVICES
6 CABINET MAKING
7 CARPENTRY
8 COMMERCIAL ART
9 COMMERCIAL ELECTRICITY
10 EDUCATIONAL AID
11 FLORAL DESIGN
12 FORESTRY (ADVANCED)
13 GRAPHICS & INDUSTRIAL COMM.
14 HEATING & COOLING
15 HORTICULTURE
16 MACHINE TRADES
17 MASONRY
18 PLUMBING & PIPEFITTING
19 SHEET METAL
20 SMALL ENGINE
21 TRUCK MECHANICS
22 WELDING
23 ENVIRONMENTAL SCIENCE
C CLASS
PR PUBLIC RESTROOM
career center entrance

Exhibit IV

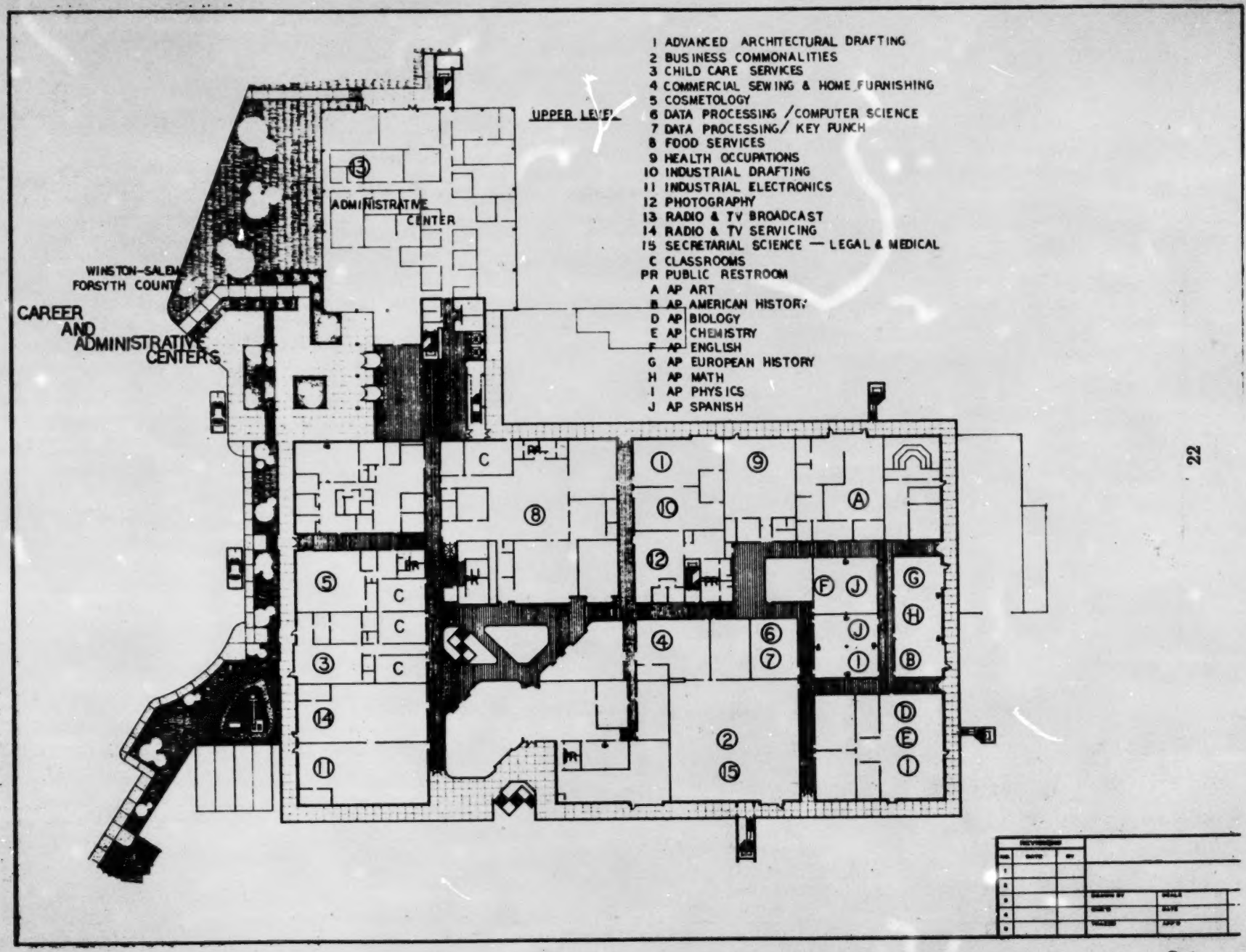
WINSTON-SALEM/
FORSYTH COUNTY
CAREER
AND
ADMINISTRATIVE
CENTERS
ADMINISTRATIVE
CENTER
UPPER LEVEL
1 ADVANCED ARCHITECTURAL DRAFTING
2 BUSINESS COMMONALITIES
3 CHILD CARE SERVICES
4 COMMERCIAL SEWING & HOME FURNISHING
5 COSMETOLOGY
6 DATA PROCESSING /COMPUTER SCIENCE
7 DATA PROCESSING/ KEY PUNCH
8 FOOD SERVICES
9 HEALTH OCCUPATIONS
10 INDUSTRIAL DRAFTING
11 INDUSTRIAL ELECTRONICS
12 PHOTOGRAPHY
13 RADIO & TV BROADCAST
14 RADIO & TV SERVICING
15 SECRETARIAL SCIENCE — LEGAL & MEDICAL
C CLASSROOMS
PR PUBLIC RESTROOM
A AP ART
B AP AMERICAN HISTORY
D AP BIOLOGY
E AP CHEMISTRY
F AP ENGLISH
G AP EUROPEAN HISTORY
H AP MATH
I AP PHYSICS
J AP SPANISH

Exhibit V

SAN DIEGO CITY SCHOOLS

PROGRAMS DIVISION
CAREER EDUCATION UNIT
REGIONAL OCCUPATIONAL PROGRAMS (ROP)
EDUCATION CENTER
4100 Normal St, San Diego, CA 92103
(714) 298-4681

radio psa

Good Through June 1976

Time: 30 Seconds — San Diego City Schools Career Education

Mayor Pete Wilson:

"This is Mayor Pete Wilson.

"If you're a high school student interested in learning a valuable trade or skill, I strongly recommend that you take part in your school's career education program.

"There are hundreds of courses . . . with instruction in such areas as photography, athletics officiating, cosmetology, radio and TV repair, advertising, and many, many more.

"One of them may give you the training and knowledge you need to get a good job.

"For information on the career education program in your high school, see your counselor . . . or call 298-4681. That number again is 298-4681. Thank you."

Exhibit VI

SAN DIEGO CITY SCHOOLS

PROGRAMS DIVISION
CAREER EDUCATION UNIT
REGIONAL OCCUPATIONAL PROGRAMS (ROP)
EDUCATION CENTER
4100 Normal St. San Diego, CA 92103
(714) 298-4681

radio psa

Good Through June 1978

Time: 30 Seconds

San Diego City Schools Career Education

Wolfman Jack:

"Hey, all you sweet little darlins' out there . . . this is Wolfman Jack. And what are you doing after school?

"If you're like most of us, you're probably going to have to find a job. That's where career education comes in.

"The San Diego City Schools has career education courses in business, industry, agriculture, health, communications . . . hundreds of courses in all.

"Check it all out . . . you might find one that suits your very own talents, one that can lead to a lifetime career.

"After all . . . if you're going to have to work for a living, you might as well do something you dig, you dig?"

Exhibit VII

SAN DIEGO CITY SCHOOLS

PROGRAMS DIVISION
CAREER EDUCATION UNIT

EDUCATION CENTER
4100 Normal St. San Diego, CA 92103
(714) 298-4681

tv spot

For use during National Career Guidance Week, Nov. 16 - 22, 1975.

Video	Audio (All on cart)
Film - 23 Seconds	Music (Up 2 secs. then under)
Montage of Career Ed courses	Narrator (Over music): "There are more than 20 thousand ways to make a living these days. But how do you find the career that's "right" for you? If you're in high school, Career Education can help. San Diego City Schools Career Education courses come in everything from business, health, and agriculture to industry, communications, and public services.
Lap to slide at 23 seconds X——X	Match your talents with a career training program. See your high school counselor . . . or visit the Career Center on campus. If you're going to have to work for a living . . . you might as well find something you like."
Visit the CAREER CENTER at your high school CAREER EDUCATION UNIT San Diego City Schools	

Almost half of the educational leadership surveyed by Karnes (1967) emphasized the need for the training of school officals in the administration and supervision of vocational education. More in-service programs in vocational education were recommended.

In his 1964 study of the attitudes of high school principals, Wenrich hound that more than half of the administrators said that a majority of their teachers viewed vocational courses as a dumping ground for the less gifted student. More than half of the administrators reported that they did not have adequate time to devote to the development and operation of more effective programs for employment-bound youth.

Many academic educators recognize that they need more information and support data for vocational education in order to encourage program development and implementation. Vocational educators must supply the data which exposes and supports the strong challenge that technological change has thrust upon this nation's political, economic, social, and educational institutions, and inform school administrators of this challenge. Though full recognition of this challenge may not be achieved for years to come, its dimensions are now clear enough to call for massive response on the part of American education (Venn, 1964). In his article "The Neglected Majority," (1967) Howe states that educators must review and revise their attitude toward vocational education as "an awkward appendage to the academic curriculum." He added that until educators respect vocational education we cannot expect parents, students, the community, or industry to accept job training as a responsibility of the school system. Until such acceptance is achieved, it will not be possible to provide adequate supporting services such as career counseling, work-study programs, and job placement.

Many educators tend to separate academic education from vocational education even if both programs function within the same building. This separation often exists because academic teachers are not familiar with vocational education and the vocational educator's role within the school program. Constant communication is necessary in order to maintain a desirable relationship. Perhaps the best and most effective method is person-to-person contact. Talking and exchanging ideas concerning programmatic operations can be a successful endeavor. Specific times should be designated for brainstorming. Brainstorming should not be scheduled during general staff meeting.

Academic teachers should be involved in the vocational program and vocational educators can initiate projects that involve academic staff members. They can serve on advisory committees judge youth organization contests, etc. Vocational educators must also remember that academic teachers have an idea of which programs students feel good about and can give needed feedback to the vocational teacher. Non-professional staff can also help promote the image of vocational education. Remember, everyone employed in the school has the potential of spreading good or bad news about a program.

Since the end goal of vocational education is successful job placement, a close working relationship should be developed between the vocational educator and the guidance department. Vocational educators need to keep guidance counselors informed of the many occupational openings and the type of preparation students need to meet specific job requirements. Guidance counselors are in a pivotal position; that is, they can influence students to pursue vocational training or they can influence students to pursue other educational avenues. Let the guidance counselor know what the vocational program has to offer to individual students.

School principals and board of education members need to be informed of the enthusiasm that employers, students, and parents have for vocational training. Make sure that these individuals are invited to vocational functions and send them newsletters and brochures illustrating what is happening

in the vocational department. Whenever possible employ these individuals to serve as media spokespersons for your program.

Table III displays information and suggestions for communicating with nonvocational educators. It offers suggestions on what to communicate, how to communicate, and when to communicate.

Table III

Public Relations with Nonvocational Educators

What to Communicate	How to Communicate	When to Communicate
Activities and coming events	Newspaper, radio, television, invitations	When appropriate
Current issues and concerns	Bulletin board, word of mouth, faculty newsletters, memos	When appropriate
Calendar of special events for each month	Monthly bulletin, local and student newspaper	Monthly
Role of vocational education in overall education	Faculty meetings, faculty newsletters, workshops, and in-service settings	When appropriate
Vocatioanl training opportunities	Fairs, demonstrations, brochures, billboards, television	When appropriate throughout the school year

Summary

Today, vocational education is doing a better job of preparing people of all ages for employment than ever before. Proportionately, not enough people are being reached, but, those who are exposed come away better prepared than before. In spite of this improved effort, vocational education is being subjected to an increasing amount of pressure and criticism. A lot of this criticism is coming from the political and quasi-political arena. Is vocational education slowly becoming the silent minority in the job preparation field? Now is the time to change the public image of vocational education in our large cities. A well-planned and properly executed program of public relations can turn the tide.

The public relations program must be aimed at promoting all levels of vocational education; secondary and postsecondary as well as part-time adult. A good public relations program can serve the following purposes:

1. to secure more and better resources as input for the educational process
2. to secure and hold well-qualified and motivated clients throughout the educational process
3. to secure adequate placement opportunities for program completers

Public relations is the process by which vocational educators make others feel good about what they are doing. PR goes beyond public information, which is simply the process by which others are helped to understand the vocational education program. PR must go beyond bumper stickers, public service announcements, and leaflets. Somewhere it must touch the life of each individual in a warm and humane way. It must create a "positive feeling" in every citizen.

In many cities vocational education suffers from a lack of strong public support. There is no easy way to secure and hold public support. The following summarized points may help to lay the foundation for a successful public relations impact in every major urban vocational program.

1. Survey the attitudes about vocational education held by a sample of the population. This will reveal the nature and scope of the image problem.
2. Secure the support of governance and administration for mounting a planned program of public relations.
3. Assign adequate staff to the public relations task.
4. Develop an annual and long-range plan for public relations in consultation with public relations experts from business, industry, and other sources.
5. Put the plan into operation.
6. Evaluate the effectiveness of the public relations program.
7. Adjust the program in light of evaluation findings.

Above all remember that the quality of instructional programs is a key factor. Be sure everyone is doing the best possible job, and selling vocational education will be easy.

Appendixes

Appendix A	Abstracts of Effective Public Relations Techniques
Appendix B	Rules for Preparation of a News Release
Appendix C	Now and What to Do to Reach the Television Audience

Appendix A

Abstracts of Effective

Public Relations Techniques

The following abstracts were obtained from chief administrators of vocational education in large cities or their designees. They are intended to serve as references for states seeking to develop and implement techniques which will facilitate their public relation efforts. Each city staff will need to follow up on the information provided in the abstracts, review the techniques or practices, and adjust them to meet their specific needs.

Abstract of Effective
Public Relations Strategy

General Topic: Career Education Awareness Program

School, System, or Agency: Des Moines Independent Community Schools

Description:

We received less than $8,000 in federal funds for Career Education in 1975-76 to conduct a career awareness program in our community. We used a variety of media: billboards, display panels, brochures, radio, etc. Television was not used in the project.

Our goal centered on a survey to be conducted at the end of the year. We wanted to insure that 40 percent of a sample of Des Moines residents contacted would be aware of career education in our schools. We used the students in their career education activities to design, write, and tape the materials used in our project. Contests were held for the best student work. Different career education topics were identified each month for six months, e.g., guidance, vocational education, elementary, junior high.

At the end of the project vocational youth organization students conducted a phone survey and we found that over 50 percent of the people responding were aware of Career Education in the Des Moines Schools. We are in the process of trying to identify local funds to conduct a program, to develop an understanding of career education in the community.

For further information:

Contact Person: Dick Gabriel, Supervisor
Address: Des Moines Public Schools
Industrial Education, Vocational, and Career Education
1800 Grand Avenue
Des Moines, Iowa 50307

Phone: (515) 284-7888

Abstract of Effective
Public Relations Strategy

General Topic: Other Techniques and Strategies

School, System, or Agency: San Diego City Schools Career Education

Description:

The "Career Education News" is a quarterly newsletter published by the San Diego City Schools Office of Career Education. The newsletter is designed to cover Career Education programs, activities, and related events.

Happenings in the schools, successes of individual students and teachers, legislation affecting career education and vocational education, and cooperative ventures of the school district and business community are featured.

The newsletter is distributed to all career education staff; teachers; school counselors (K - 12); community, professional, and business organizations; and Career Ed advisory council members.

The "Career Education News" is a great vehicle of communication for staff members and shows the involvement of the "world of work" with the programs offered within the schools.

For further information:

Contact Person: Dr. Ronald L. Detrick
Title: Director, Career Education
Address: 4100 Normal, San Diego, California 92103

Phone: (714) 293-8106

Abstract of Effective
Public Relations Strategy

General Topic: News Media

School, System, or Agency: Parma City Schools

Description:

A constant flow of information, including photographs, is distributed to the two daily newspapers and the one evening newspaper in the area. A public relations specialist hired by the board of education is responsible for clearing and approving all articles. However, the departments are responsible for roughing out their articles and taking photographs if possible.

Television coverage is provided for special interest activities on a regular scheduled basis. Radio broadcasting of information regarding special programs and activities is ongoing.

The vocational radio broadcasting class provides a weekly half-hour show discussing school problems and concerns to help inform the public. In all cases an individual is identified with each radio station, television station, and newspaper so that coverage is given a personal flavor rather than just sending it by mail to the media and hoping that it gets attention.

For further information:

Contact Person: William J. Kuttler
Title: Coordinator Vocational Education
Address: 6726 Ridge Road, Parma, Ohio 44129

Phone: (216) 842-5300

Abstract of Effective
Public Relations Strategy

General Topic: Evening Class Schedule Mailer

School, System, or Agency: Milwaukee Area Technical College

Description:

For the last five years, Milwaukee Area Technical College has bulk mailed a complete schedule of evening course offerings to occupant addressed within its district. This gives residents an opportunity to register for classes by mail since the forty-eight-page booklet contains all the needed information including registration forms. This mailing also achieves several other things: (1) provides residents with an easy method of registration; (2) reduces the long waiting lines and confusion that resulted in the previous years when registartions were held at campuses and evening centers; (3) reduces personnel costs because it no longer is necessary to hire extras for registration; (4) makes public aware of the great variety of course offerings and MATC's position in Milwaukee's career education community.

Prior to the mail registration, MATC had listed course offerings in advertisements in the afternoon daily newspaper. This did not provide sufficient information to allow persons to register by mail. Then we planned the complete mail registration booklet. Type was set in the college's print shop, but the printing and bindery work was done on a bid basis by outside printing firms. We print 410,000 copies; 390,000 are bulk mailed at 2.1 cents per copy and the remainder are used at general registration. A professional mailing service addresses each, binds them according to postal carrier route and zip code and deposits these in the Milwaukee Post Office. Considering all costs of production, postage, and mail service we estimate that it costs 8.3 cents to place a copy of the registration booklet in the hands of a postal patron. When we compared the cost to the cost of an equivalent in a daily newspaper supplement we found that the newspaper coverage would be approximately 80 percent of the bulk mail coverage and the advertising space cost in the supplement would be approximately 95 percent of the direct mail project. We plan to continue bulk mailing our class schedule.

For further information:

Contact Person: Fred Mulcahy
Title: Assistant to the District Director-Public Relations
Address: 1015 North Sixth Street
Milwaukee, Wisconsin 53203

Phone: (414) 278-6366

Abstract of Effective
Public Relations Strategy

General Topic: Student Recruitment: A Public Relations and Career Education Program for Vocational Education

School, System, or Agency: Little Rock Public Schools

Description:

Specific activities which have been successful are:

1. Skills Posters sent to secondary English and social studies teachers, and to all elementary classrooms. This procedure: (1) provided teachers with a new poster for their subject area; (2) provided opportunities for each student in seconday school to see two posters and each elementary student to see one poster; and (3) infused career information into the curriculum.

2. Letters/Bulletins sent to appropriate people at times designed to provide services and information to students. Examples:
   (1) Parents of ninth graders receive a written invitation to open house in the spring before registration;
   (2) Outstanding students in math, English, and science receive letters and career information about career options available to them in high school — both vocational and academic courses listed.
   (3) Teachers receive information related to their subject area, manpower needs, and career opportunities at first of the year, and requests are served during the year.
   (4) Specialized subject areas such as journalism, biology, and drafting receive detailed information about the area high school's offerings emphasizing the need for vocational skills and academic subjects, e.g., welding and chemistry; horticulture and biology.

3. Public Service Announcements/Intercom Announcements providing information during: American Education Week, Vocational Guidance Week, and American Vocational Week.

4. Posters and Photographs prepared by commerical art and photography sent to home schools for display and bulletin boards in high traffic areas and in appropriate classrooms, e.g., shop safety posters to career orientation classes.

5. Modified Shadowing Programs for all ages. Parents accompany primary children while older students ride buses to the area high school to get a closer look at career fields. The programs are available through teachers and counselors with students receiving an excused absence. It takes one phone call, and Metropolitan makes all arrangements.

6. Student Visitations to elementary schools to teach skills and illistrate techniques: e.g., how to make bookshelves in Building Trades; how to use a pantagraph in commerical art.

7. Teacher Visitations to elementary and feeder schools to talk about career opportunities in their area of expertise. These career visitations are set up during the school day, and at "open houses" and "career nights" at the home schools.

continued on next page

continued from page

8. Providing Career Materials for classes at elementary and junior high school level stamped with, "Career Information . . . courtesy of Metro Vo-Tech" to identify the source of materials.

9. Slide Presentations made available to schools by the State Department of Education and disseminated to classes studying career development.

10. Newspaper For Elementary Students showing the various skill programs available in the schools.

For further information:

Contact Person: Martha N. Taylor
Title: Vocational Recruiting Specialist
Address: Department of Education
Little Rock Public Schools
Little Rock, Arkansas 72201

Phone: (501) 376-3851

Abstract of Effective
Public Relations Strategy

General Topic: Student Information Program

School, System, or Agency: Witchita Vo-Tech Center

Description:

How well do you keep your own students informed of your school's activities and offerings? Two things must happen. (1) Your school must produce an internal newspaper — one designed for your students, not outsiders. Your students will tell (and show) outsiders. (2) Your students should be knowledgeable of different training areas in your school. Have your students toured your school? Are they able to answer questions about training programs other than the one they are attending?

Last year our staff spent considerable time guiding many of our students through the different training areas of our school. It's one of our better PR activities. Now you can ask our students if they know something about other training areas — that's PR!

For further information:

Contact Person: Eddie Gerlach
Title: Counselor
Address: Vo-Tech Center
301 South Grove
Wichita, Kansas 67211

Phone: (316) 265-0771 ext. 44

Abstract of Effective
Public Relations Strategy

General Topic: Student Orientation (Steps)

School, System, or Agency: Parma City Schools

Description:

An organized orientation program has been established to introduce students to vocational offerings. It begins in the ninth grade at an assembly-type program established to ignite interest in career planning among students. This is accomplished by an assembly program centered around a sixteen millimeter color movie designed and photographed in the system depicting the shops and laboratories and student activities involved in each area.

In addition to the film, students presently enrolled in vocational programs give short presentations on their experiences as members of a group. This is followed by a meeting with counselors, an interest survey form, a mailing to parents of a brief description of all courses offered in vocational departments, a student visitation to the program at the high school level, followed by registration in the prerequisite courses once a decision has been made.

The tenth grade steps include color videotape information about each program explaining in detail the type of activities engaged in by students enrolled in those programs, the job opportunities that can be expected upon graduation, and some of the course content, equipment and materials that students will be using if they should happen to choose a special program. This is followed by counseling and a visitation to the program prior to registration.

During the last half of the senior year a concentrated effort is made to place each student in a job prior to or immediately after graduation.

For further information:

Contact Person: William J. Kuttler
Title: Coordinator Vocational Education
Address: 6726 Ridge Road, Parma, Ohio 44129

Phone: (216) 842-5300

Abstract of Effective
Public Relations Strategy

General Topic: Health Careers

School, System, or Agency: Salt Lake City, Utah

Description:

The Medical Center of the University of Utah is located about two miles from East High School. Because of its proximity to the high school and because of the growing need for qualified people in health occupations, a health careers program has been operating for more than five years.

The Department of Labor projects an increase in health occupations by 1985 of 156.7 percent for dental hygienists to fifty percent for registered nurses. Of twenty-eight occupations listed for large increases, fifteen are health related careers.

The students enrolled in the health career course at East High School go to the Medical Center twice each week for two hours to shadow some of the people who are employed in more than seventy health related occupations. The students become familiar with health careers and may specialize by selecting an occupation in the health area. They may pursue practical nursing, registered nursing, and medical records technicians and clerks. Also students are instructed about how to be volunteers in hospitals and nursing homes.

The program has been very successful. It has been added to West and South High Schools in Salt Lake City. The Primary Childrens' Hospital has become involved. The people in the community have a favorable view of the program and the students involved. More students request the course than can be accommodated.

Part of the expense of transporting the students to and from the hospitals has been paid by the school district. About $12,000 of categorical money has been appropriated by the State Education Agency.

For further information:

Contact Person: Bernice Raymond
Title: Teacher
Address: East High School
840 South 1300 East
Salt Lake City, Utah 84102

Phone: (801) 583-1661

Abstract of Effective
Public Relations Strategy

General Topic: Job Interview

School, System, or Agency: Hampton, Virginia

Description:

Many vocational education graduates have some difficulty in obtaining employment because they do not have realistic interview experience. To provide the needed interview experience, the General Vocational Education Advisory Committee suggested we solicit the help of personnel directors of local businesses. This was done and twenty directors, four for each high school, spent one day in the schools interviewing students.

Three hundred vocational students participated. A critique sheet was used by the interviewers for each student and later given to the vocational counselor and then to each vocational department chairman. These critique sheets were then compiled and used for instructional purposes to correct any job search skills weaknesses the students may have. Local radio, newspaper, and television coverage was provided for publicity on the project.

The project was very successful. The businessmen and businesswomen became more knowledgeable about our vocational programs, and the students experienced live interviews from actual business personnel directors. Several students were offered employment as a result of the interview.

For further information:

Contact Person: Mr. Robert B. Suber
Title: Director, Vocational Education
Address: Hampton City Schools
1300 Thomas Street
Hampton, Virginia 23669

Phone: (804) 727-6332

Abstract of Effective
Public Relations Strategy

General Topic: Special Projects or Events

School, System, or Agency: Vocational, Technical, Adult Education; Pinellas County, Florida

Description:

One of the most effective techniques I used during this past year was "inserts." I sent requests to all the banks asking permission to include inserts with their statements during one month, and one bank, Central Plaza, agreed. Our printing class students printed them for me (35,000) for just the cost of supplies. Last spring the Pinellas County Commissioners voted to allow me to include inserts in their 90,000 utility bills one month. These reached the homes of residents in remote areas who until then were unfamiliar with the many programs we have available to them. Information requests were tremendous.

Each year Continuing Education at St. Petersburg Junior College holds a Publicity and Public Relations Seminar. Emphasis is placed on newspaper, radio, and television press releases, interviews, and coverage. Our registration fee pays for a Publicity Handbook which includes names and addresses of news media, as well as other worthwhile information.

For further information:

Contact Person: Grayce Kerr
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Abstract of Effective
Public Relations Strategy

General Topic: Use of Special Events

School, System, or Agency: San Diego City Schools Career Education

Description:

Each year, a "Career Education Fair" is held on the mall of a local shopping center.

The Fair displays the products and skills of the San Diego City Schools Career Education students. Exhibits featuring dozens of classes — from recreation aide, musical instrument repair, and restaurant occupations to horticulture, radio and television repair, and media and television production — are manned by the students of the classes.

The Fair is held on a Saturday, and the outdoor setting gives thousands of shoppers a good look at the variety of programs offered in the schools. It's a valuable recruiting tool, since many high schoolers can check out the displays at their leisure. Parents are especially interested in the exhibits, and a frequent comment from the post-high school crowd is "Man, I sure could have used some courses like these when I was in high school."

For further information:

Contact Person: Dr. Ronald L. Detrick
Title: Director, Career Education
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Phone: (714) 293-8106

Abstract of Effective
Public Relations Strategy

General Topic: Special Projects or Events

School, System, or Agency: Long Beach, California

Description:

We use city-owned facilities such as the nursery tree farm and nature center for our Ornamental Horticulture Program. This situation has given our teacher and students an opportunity to participate in beautification and maintenance projects conducted by the city. Students were able to apply their skills to worthwhile activities throughout the city. Not only did the students learn by doing, they got a lot of satisfaction from helping to improve their community — tree trimming — the city was very pleased with the project.

A slide presentation of the project is being edited for viewing by students, service clubs, etc.

For further information:

Contact Person: Jack Bosna
Title: Consultant Career Education
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Long Beach, California 90813

Phone: (213) 436-9931

Abstract of Effective
Public Relations Strategy

General Topic: Special Events — Parmatown on Parade

School, System, or Agency: Parma City Schools

Description:

Usually in the fall of the year near mid or late October all departments are called upon to present unusual and interesting activities during a nine week promotion at the local shopping center mall. Several hundred thousand people from the community pass through this area during a week's time and it is one way of getting the school news to the community.

During this period students K - 12 make presentations, do activities on a constructed stage, give demonstrations, display projects, give workshops and short courses, and generally provide an overview of the school's activities.

Local media are notified including radio, television and newspaper, to give advance notice of this week long program dedicated to education. The local merchant's association helps to subsidize the cost of this project.

For further information:

Contact Person: William J. Kuttler
Title: Coordinator Vocational Education
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Phone: (216) 842-5300

Abstract of Effective
Public Relations Strategy

General Topic: Specially Produced Materials

School, System, or Agency: San Diego City Schools Career Education

Description:

Each fall, over 25,000 eighth, tenth, and twelfth grade students in the San Diego City Schools complete a survey called the Career Planning Inventory (CPI). One of the questions on the CPI asks students to pick their current first and second choices from a list of 133 occupations.

Brochures have been developed for each of these occupations which provide information about the job; how to prepare for it; the average salary range; local, state, and national job outlook; and various related careers.

Each brochure also lists high school and career education courses which can help a student prepare for that particular career. Students are given those particular brochures for which they indicated an interest.

In addition, school-by-school listings of all students and their career preferences are made available to the schools' counselors. These lists are used to contact students to inform them of career and vocational education courses which may be of interest to them.

For further information:

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Abstract of Effective
Public Relations Strategy

General Topic: Specially Produced Materials

School, System, or Agency: San Diego City Schools Career Education

Description:

A half-hour film called "Learning A Living" was produced by the San Diego City Schools Office of Career Education. It features a variety of programs and services offered by the City Schools.

The film spotlights students at work in several career education classrooms and community work experience sites — hospitals, clothing stores, banks, naval computer facilities, and many more.

All four San Diego television stations have broadcast the film as a public service program. The film is also used at community and parent gatherings. Video tape copies were made and distributed to all of the city's high schools for use in recruiting students into career education programs.

Since its production in 1975, we've gotten a lot of mileage from "Learning A Living." It has value both as a public information tool (via television broadcast) and a recruiting tool within the schools.

For further information:

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Phone: (714) 293-8106

Abstract of Effective
Public Relations Strategy

General Topic: Use of Specially Produced Materials

School, System, or Agency: Newport News, Virginia

Description:

The vocational education staff developed a three-screen slide tape presentation which was shown at the first general vocational advisory council meeting. The presentation capsuled the vocational offerings and community in twelve minutes. Featured on slides were the students in class, on the job activities, and club activities. Pictures told the whole story. No narrative was used. The advisory council received the presentation warmly because it was a complete change of pace from people talking "at them" during the rest of the orientation program. The presentation has been updated to include our advisory council and can now be used with community groups.

For further information:

Contact Person: Dr. Jean M. Epps
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Newport News, Virginia 23606

Phone: (804) 599-4411

Abstract of Effective
Public Relations Strategy

General Topic: Community Service Organization

School, System, or Agency: Akron Public Schools

Description:

The Rotary "Outstanding Student of the Month" and "Student of the Year" awards programs were initiated to give recognition to the outstanding twelth grade students in the eighty-one vocational courses offered in the nine comprehensive high schools.

For the student-of-the-month award, a nominee is selected by the teachers from each school — one each from the trade and industry, business and office, home economics, and distributive education areas. Factors taken into consideration by the teachers when making selections are the students' ability, initiative, dependability, grades, attendance, and school/community leadership.

Each month a three-member Rotary committee interviews up to nine students to choose the student who will represent the vocational division as the outstanding "Student of the Month." Selections are based on the student's appearance, poise, and ability to express themselves during this interview. From January to April, the divisional winner is presentedwith a certificate of recognition and the privilege of sitting at the speakers' table during the Rotary luncheon.

In May, teachers select one student from each of the thirty-eight vocational taxonomies, e.g., auto mechanics, fashions and fabrics, etc. using the same criteria as mentioned above. These thirty-eight students are all presented the "Outstanding Student of the Year" awards plaque and a cash award donated by the members of the Rotary at their May luncheon.

Rotarians are always impressed with the high caliber of students in the vocational programs, and Rotary members have employed vocational students based on their involvement with the Rotary awards program. Rotarians have gained a better understanding of the scope of our vocational programs and have a more positive outlook on what vocational education has to offer to our community.

For further information:

Contact Person: Mr. Robert Hughey
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70 North Broadway
Akron, Ohio 44308

Phone: (216) 434-1661

Abstract of Effective
Public Relations Strategy

General Topic: BICEP

School, System, or Agency: Salt Lake City, Utah

Description:

The response from Salt Lake County toward BICEP (Business-Industry-Community-Education Partnership) has been very positive in developing firsthand career exploration experiences. Activities that BICEP arranges are: lectures (provides speakers), discussions, tours, shadowing, and internships.

During 1976-77, data indicated that all of the Salt Lake City senior high and intermediate schools participated to some extent in BICEP activities, some more than others. Approximately 60 percent of the elementary schools participated. As a district there were 420 requests to use BICEP services. Since 746 firms have committed themselves to volunteering personnel it is plain to see that teachers, counselors, and administrators are not taking full advantage of BICEP services. There are many students, and their parents, who ought to be introduced in some beneficial way to BICEP. A recent Gallup poll reveals that next to discipline and alcohol and drugs, concern about career choices is very crucial with parents.

For further information:

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Arlene P. Jones, Associate Director
Mary J. Calame, Scheduling Assistant
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Salt Lake City, Utah

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Abstract of Effective
Public Relations Strategy

General Topic: Vocational Home Building Program Publicity

School, System, or Agency: Ann Arbor, Michigan Public Schools

Description:

Each year when our student-built home ($80,000.00 range) is nearing completion, we hold an open house, sponsored jointly by the board of directors of our rather unique nonprofit corporation and the public schools.

The board of directors buys a half-page ad in the daily paper and the paper donates an equal amount — using a business sponsored community service ad.

The brochure for the open house and a professional quality slide-tape show are produced under the direction of a member of our board of directors who is in the advertising business. As a result of this approach, we typically have around 800 people attend the open house.

For further information:

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Appendix B

Rules for Preparation of a News Release

from the

Public Relations Society of America

STYLE: There are two main types of newspaper stories:

1. The straight news story is a factual, informative account of newsworthy events — e.g., your proposed budget for the coming year. Such stories generally are written in "pyramid style," with the most important elements in the lead paragraph and the least important elements in the end. Remember to answer the "5 Ws" and "H" questions (who, what, where, when, and how?) early in the story. Keep sentences and paragraphs short and avoid mechanical errors in spelling, punctuation, etc.

2. The feature story is one with little straight news content, but a great deal of "human interest" to a significant segment of a paper's subscribers. Its style is much less rigid than news story style, and depends mainly on the ability and interest of the reporter. Generally, do not attempt to write feature stories for submission to a paper. Instead, let the appropriate editor or reporter know you have a subject you believe is worth a feature. If the editor or reporter agrees, the story will get written; if not, you will not have wasted time writing.

STATIONERY: Fancy, tinted, printed new bureau stationery is wasted. It looks commerical and and doesn't fit normal copy style. Don't shout NEWS. Editors decide that.

IDENTIFICATION: The name, address, and telephone number of the person releasing the news should appear at upper left or directly after the story.

RELEASE DATE: Most items should be marked "for immediate release." Stipulate times only when news obviously warrants holding until a certain hour.

DATELINE: Start the story withe name of the city in all cap, e.g., COLUMBUS —

FORM: Use wide margins and doublespace copy so that editors can edit.

HEADLINES: Do not indicate a headline — that is the editor's business. Skip two inches between release line and body of copy so the edior or rewrite desk can insert the desired headline.

LENGTH: Never make a release two pages if one will do. Edit your material tightly. Make sure it is accurate, timely, and not too "pluggy." Do not split a paragraph from first to second page. Put "More" at the bottom of the first page. Put "30" or ##at end of the release.

CONTENT: News releases on the following topics should be sent to the appropriate publications routinely (i.e. planned for and executed so as to be timely).

1. Program development, policies, and achievements (on a selective basis)

a. New services to be offered, preferably "first of a Kind" or significant in some other respect, such as the Legal Aid Society's new program for senior citizens.

b. Important changes in policy — e.g., changing of fee structure, agency relationships, etc.

c. Agency expansion and progress — e.g., new facilities, new programs or organizational changes designed to make your services "superior."

d. Annual report — e.g., releasing a year-end assessment of operational success.

e. Major financial grants or losses. Don't be afraid to release bad news. If all your releases announce good news, you will be ignored by the city editor.

2. Agency personnel

a. Newly-elected and promoted officers, new staff.

b. Retirees (including board members of long-standing)

c. Staff and elected members involved in community, professional and civic affairs — offices held, awards and achievements earned

d. Any staff or elected members honored or recognized

3. Agency involvement in community and areas of social concern

a. Programs or services aiding the community, programs aimed at minority groups and coordinated with area schools or other organizations, significant training programs and opportunities, policies or programs specifically aimed at influencing citizen awareness and participation

4. Special events

a. Well-known speaker sponsored by the agency (for example addressing gathering of agency personnel, consumers or selected leaders of the community), symposia on community problems or exhibits around town showing achievements and goals of vocational education

INTERVIEWS: Time permitting, daily papers often are more receptive to ideas for interview stories than to prewritten news releases. Reporters like to find out for themselves, and editors are understandably skeptical of information not obtained by their own reporters. If you arrange an interview, be sure: (1) to be on time; (2) to be able to get any necessary statistics within a few minutes; (3) when possible, to know the names and interests of the reporter in advance.

PHOTOGRAPHS: Daily papers usually prefer to take their own photographs, and maintain large highly professional photographic staffs and facilities. Generall, send only "mug shots" of individuals to the daily papers unless you have checked first with an editor. If the paper believes the story is worth a picture, it will send a photographer. Weekly newspapers generally will use black and white photos if they are submitted on glossy paper, usually 5" X 7". Avoid the up-against-the-wall with a plaque shot. A little originality in planning a photograph can result in

far wider distribution and publication. Make sure that everyone mentioned in the photograph is mentioned in the story and that they are properly identified. Always submit black and white photos, and try to keep vertical shots vertical (portraits, tall objects) and horizontal shots horizontal (events, wide objects).

DEADLINES: Make it a point to meet the city editors of the dailies. Learn their deadlines — generally, about 11 AM for the evening paper and 7 PM for the morning paper. Don't be afraid to call near deadline with a breaking news story, but make sure it really is urgent. Generally, wait until the slack times (afternoons are good for both papers) to deliver feature ideas and nonbreaking news releases. Try to alternate between the dailies in choosing which gets the "break" on a story. Weekly editors generally will accept mail releases — the farther in advance of their deadlines, the better.

PLACEMENT: If a story pertains to someone living a particular suburban or urban area, make sure to get the information to the most local paper.

Appendix C

How and What to Do to Reach the Television Audience

from the

Public Relations Society of America

Don't be completely newspaper oriented. The papers are fine — but they don't reach literally hundreds of thousands of people who can be reached by television. Why give up this audience because of a habit pattern?

Remember television gets extra power from your own promotion. When you book a settlement interview on television, write a letter, send postcards, or make phone calls about it to those you especially want to catch it.

When you think of art possibilities, don't just think of still pictures. Think of 16 mm motion pictures, too. They can often be taken by the station. If not, they can be taken cheaply and easily by members of your staff or friends if you practice up a little before a special event is upon you. This is a publicity tool everyone should become familiar with, but, be sure to check with the station for their requirements.

Don't forget the Polaroid camera — all its well-known advantages go double for use as a television publicity tool. You get the pictures you want without waiting, giving a "same day" timeliness.

Regarding interviews, don't forget videotape is here. If the person is important enough, remember he or she doesn't have to be at the studio or even in town when the show goes on the air — he or she can be videotaped beforehand.

Study the "television market" for your materials. Get familiar with all the shows and their formats and personalities. Then when you have an event, sit down and mentally check through the list to see what aspects of the thing you are publicizing might fit into a specific program.

About people, keep a good eye out all the time for articulate attractive spokespersons who might become regular TV attractions. Doctors, teachers, psychologists, etc., all have done so — you should try for this, too — then when you need something from the public you'll have a spokesperson liked by the public and respected by the public, all ready to talk to them. In other words, have your spokesperson available before you need them.

Finally, a step-by-step version of how you get something on a television news show. You call up the TV news editor. You tell him/her briefly what you are offering and why it's a story. You find out if he/she wants to cover it or just have you supply him/her with information or visual material; and if so, what. You then do exactly what you agreed to do. You thank him/her — no matter what happens — whether the material is used or not. You make a friend for next time. If you have a long run of bad luck in placing stories, then just come out flatly and ask him/her what you're doing that is wrong.

You You have an interesting and vital story to tell and once you learn the ropes, television can do much to help you tell it.

(Note: These suggestions were made originally by Mr. Don Perris, assistant general manager, WEWS-TV, Cleveland, Ohio, at a national conference sponsored by the National Federation of Settlements and Neighborhood Centers.)

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